



Department  
for Education

## Key stage 4 performance, 2019 (revised)



### Latest headline data for pupils at the end of key stage 4

State funded schools, England<sup>1</sup>

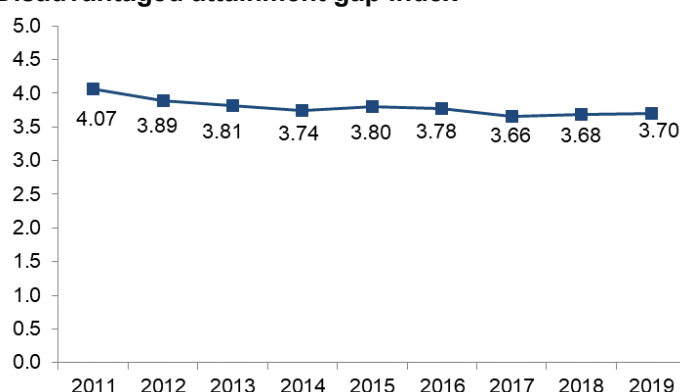
Measure	% EBacc entry	% English and maths, grade 5 or above	Attainment 8	EBacc Average Point Score
Change from previous year <sup>2</sup>	↑	→	→	→
2019 revised	40.0%	43.2%	46.7	4.07
2018 revised	38.4%	43.3%	46.5	4.04

Compared with 2018 revised data, for state funded schools:

- EBacc (English Baccalaureate) entry rate **increased** by 1.6 percentage points to 40.0%, the highest entry rate since the introduction of the EBacc measure in 2010.
- The percentage of pupils at the end of key stage 4 who achieved grade 5 or above in English and mathematics remained **stable**.
- Average Attainment 8 score per pupil was **stable**.
- The EBacc average point score (EBacc APS) remained **stable**.

### The gap between disadvantaged pupils and all other pupils remains broadly stable

Disadvantaged attainment gap index



The gap between disadvantaged pupils and others, measured using the gap index, remained broadly stable, increasing by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small increase in a row.

The gap is 9.1% lower than in 2011.

<sup>1</sup> State funded schools include academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. There were 3,965 schools and 542,568 end of KS4 pupils.

<sup>2</sup> Key stage 4 data in both years is based on revised data for improved comparability.

## About this release

This release summarises exam entry and achievements of pupils at the end of key stage 4<sup>3</sup> (KS4) in 2019. Figures are available at national, regional, local authority level and some lower level breakdowns such as local authority district and parliamentary constituency. For comparison of schools and colleges' performance, please use the [School Performance Tables](#) website.

The data in this release is revised. The statistics in this release are based on the results data that awarding organisations supply to the department. This release provides an update to the [provisional figures](#) released in October 2019. Amendments made during the schools checking exercise in September are included in this release, as are the majority of late results and reviews of marking received after the cut-off date for the provisional release in October.

This release also provides breakdowns by pupil characteristics which were not included in the provisional update. From September 2019, the floor and coasting standards no longer apply therefore this information is no longer included in the revised release<sup>4</sup>.

The measures covered in this release include qualifications that count towards the secondary school performance tables<sup>5</sup>. Schools that offer unapproved qualifications, such as unregulated international GCSEs, will not have this data counted in the secondary school performance tables. Pupils' achievements in these qualifications are therefore not reflected in this release.

A section on considerations when using KS4 statistics can be found in the **Entry patterns and qualification reform** section in the [provisional release](#).

## About this report

This report will compare revised results for 2019 to revised results from 2018. There is usually a slight increase in the key national statistics between the provisional and revised releases due to accepted amendment requests made by schools during the September checking exercise<sup>6</sup>. As such, users should be aware that the statistics in this release may differ from the [provisional release](#). State funded schools are the focus of the commentary in this report<sup>7</sup>.

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<sup>3</sup> Pupils are identified as being at the end of key stage 4 if they were on roll at the school and in year 11 at the time of the January school census. Age is calculated as at 31 August at the start of the academic year, and the majority of pupils at the end of key stage 4 were age 15 at this point. Some pupils may complete this key stage in an earlier or later year group.

<sup>4</sup> The Government has set out a new system of support for schools identified as 'requires improvement' in their [latest Ofsted report](#)

<sup>5</sup> A list of qualifications that count in the secondary school performance tables each year up to 2021 can be found [here](#)

<sup>6</sup> E.g. adding outcomes of re-marks or late or missing results.

<sup>7</sup> For more information and data on the differences between entry patterns in independent and state funded schools, please see page 4 of the provisional release linked above.

## Feedback

We welcome feedback on any aspect of this document at [Attainment.STATISTICS@education.gov.uk](mailto:Attainment.STATISTICS@education.gov.uk)

This year, we have changed the way we display data, by reducing the formatted tables we publish in favour of a more accessible format fit for a wider range of users. This new format contains the same amount of information as was provided in previous publications. We have published documentation alongside this to make navigation of this data easier but would appreciate targeted feedback on this change so we can ensure we continue to meet diverse user needs. For more information, see the methodology document published alongside this release.

## 2019 headline accountability measures

The headline accountability measures for secondary schools include: Progress 8, EBacc entry, destinations of pupils after key stage 4<sup>8</sup>, attainment in English and mathematics, Attainment 8 and EBacc APS. For more information, see the [secondary accountability guidance](#).

### Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement – their Attainment 8 score (see below) – with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero<sup>9</sup>.

### The English Baccalaureate (EBacc) entry

The EBacc shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the [English Baccalaureate list of qualifications](#).

### Attainment in English and mathematics (grades 5 or above)<sup>10</sup>

This measure looks at the percentage of pupils achieving grade 5 or above in both English and mathematics.

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<sup>8</sup> Destinations of pupils after KS4 are covered in a separate publication [here](#)

<sup>9</sup> When including pupils at special schools the national average is not zero, as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools.

<sup>10</sup> This includes AS-level qualification passes at grades A-E

## Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English (double weighted if both GCSEs in language and literature are taken); maths (double weighted); three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the [DfE approved list](#).

### EBacc average point score (EBacc APS)

The EBacc average point score was introduced into secondary school performance tables in 2018. It measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

## KS4 entry and achievement

### 1. English and maths attainment at grade 5 or above is stable

In 2019, the proportion of pupils in state-funded schools who achieved a grade 5 or above in English and maths remained stable in comparison to 2018 at 43.2%. Considering different levels of prior attainment<sup>11</sup>:

- 76.5% of pupils with high prior attainment met this threshold
- 22.4% of pupils with middle prior attainment met this threshold
- 1.9% of pupils with low prior attainment met this threshold

### 2. Average Attainment 8 score per pupil is broadly stable

Attainment 8 scores for English, Mathematics, EBacc and Open slots were very similar between 2018 and 2019. There was a slight increase overall of 0.2 points (to 46.7) due to very small changes in the Mathematics and EBacc slots only (both up by 0.1 points)

### 3. Progress 8

Progress 8 is a relative measure, which means that the overall national score remains the same between years. This measure is better compared between groups in the same year, e.g. by school or pupil type.

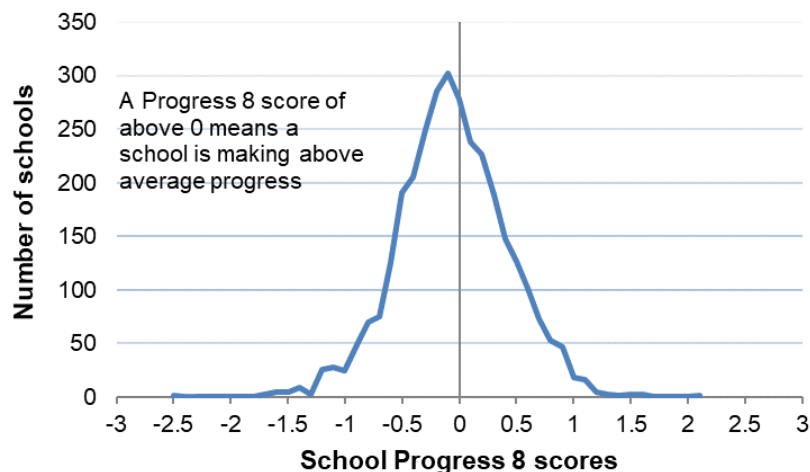
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<sup>11</sup> "Low" is below level 4, "middle" is level 4 and "high" is above level 4 at KS2

At school level, Progress 8 scores for state-funded mainstream schools<sup>12</sup> ranged from -2.5 to 2.1, with approximately 99% of schools' scores between -1.3 and +1.3 in 2019. Figure 1 shows the school level Progress 8 distribution.

Figure 1: Distribution of adjusted Progress 8 scores

State-funded mainstream schools (excluding FE colleges), England, 2019



Source: Key stage 4 revised attainment data

## 4. Entry into the EBacc has increased by 1.6 percentage points

The percentage of pupils entered for all five EBacc components<sup>13</sup> rose from 38.4% to 40.0% in 2019. Since the introduction of the EBacc in 2010, this is the highest entry rate. The following chart shows the trend of EBacc entry over the last 10 years<sup>14,15,16</sup>.

<sup>12</sup> Excludes further education colleges with 14-16 provision

<sup>13</sup> English, maths, science, a language, and history or geography

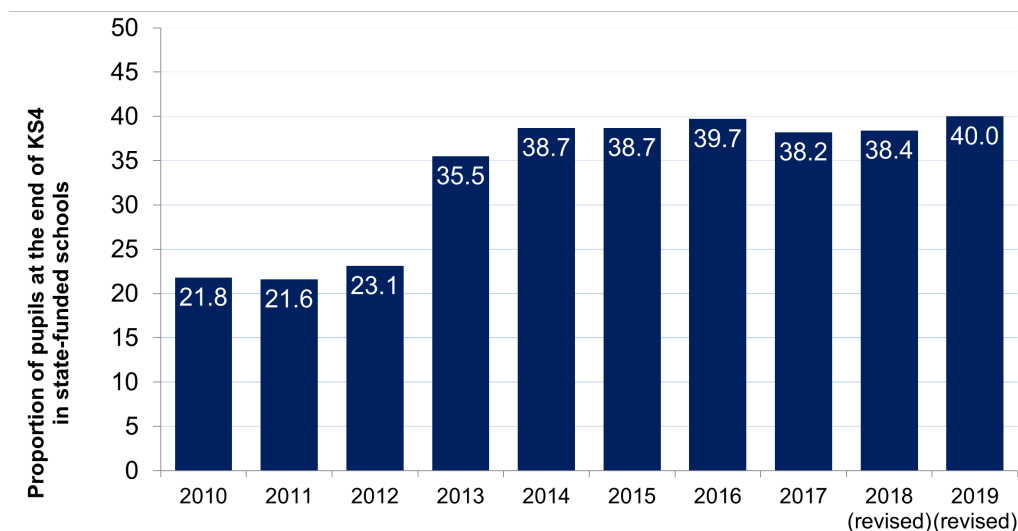
<sup>14</sup> Revised data used for latest two years, the rest use final data

<sup>15</sup> In 2012/13, EBacc entry rose due to a large increase in the proportion of pupils at the end of KS4 entered for humanities (up 10.9 percentage points to 60.2%) and languages (up 8.7 percentage points to 47.6%). This likely came about due to a change in school behaviour as this data contained the first cohort to fully complete key stage 4 following the introduction of the EBacc.

<sup>16</sup> In 2017, EBacc entry figures are also likely to have been impacted by over 30,000 pupils continuing to be entered solely for unreformed English and maths GCSEs, despite these qualifications not counting in performance tables in that year. The main driver of this decrease was due to a reduction in entries to EBacc language.

**Figure 2: Percentage of pupils entering the EBacc**

State funded schools, England, 2010-2019



Source: Key stage 4 attainment data

In 2019, 216,986 pupils (40.0%) entered for all five EBacc components. Of these, 58.4% had high prior attainment at KS2, 30.0% had middle prior attainment, and only 9.4% had low prior attainment.

Patterns of entry by number of components, subject and prior attainment have remained largely unchanged in comparison to figures reported in the [provisional release](#) (Pages 7-11 of the main text document).

## EBacc average points score (APS)

In 2019, EBacc APS was 4.07 which means it was above grade 4 on average, which was stable in comparison to 2018 (4.04). The maximum GCSE score is 9, and if achieving an A\* at AS level this becomes 10.75.

**Table 1: EBacc APS for each EBacc component in 2018 and 2019**

State funded schools, England, 2018 and 2019 (revised)

EBacc component	2018 (revised)	2019 (revised)
English	4.94	4.96
Mathematics	4.51	4.53
Sciences <sup>17</sup>	4.50	4.50
History or Geography	3.55	3.68
Languages	2.26	2.28

<sup>17</sup> Sciences includes the double award GCSE in combined science, and single GCSEs in biology, chemistry, physics and computer science.

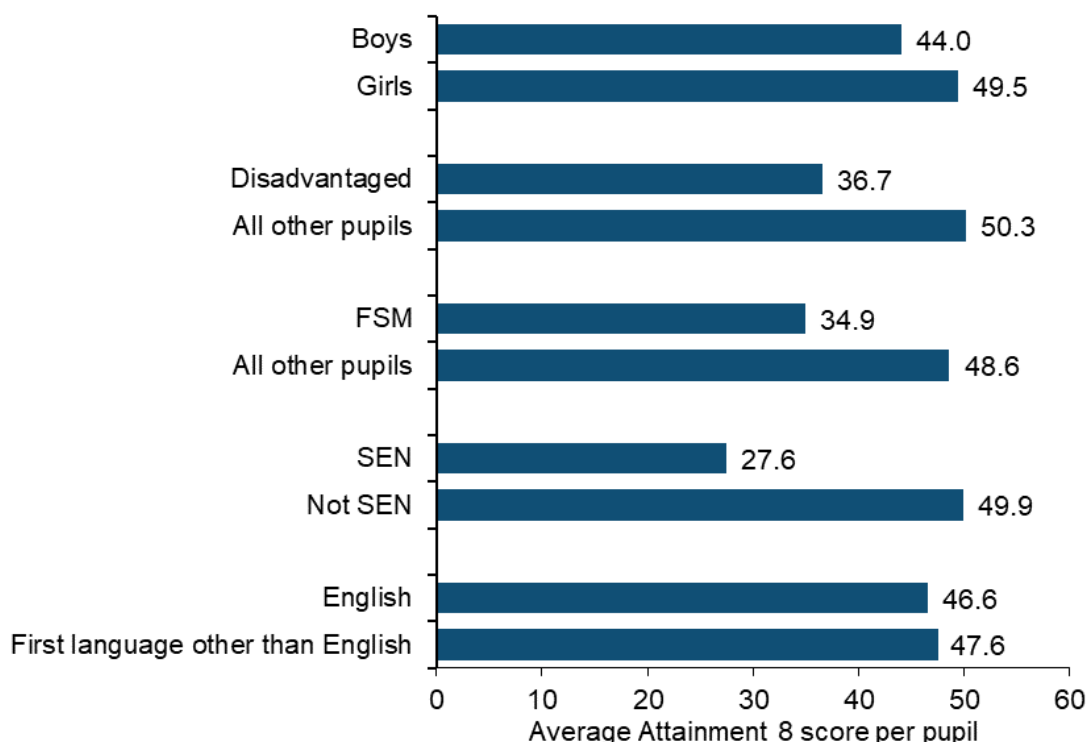
The EBacc APS for the humanities component rose from 3.55 in 2018 to 3.68 in 2019. For wider context, the proportion of pupils who achieved all components of the EBacc at grades 5 or above was 17.1% in 2019, up from 16.7%, and at grades 4 or above, it was 24.9%, up from 24.1%.

There was a slight increase in the proportion of pupils entered to arts subjects, from 44.3% in 2018 to 44.5% in 2019<sup>18</sup> following three year-on-year decreases.

## Attainment by pupil characteristics<sup>19</sup>

Figure 3: Average Attainment 8 score by pupil characteristics

England, state funded schools, 2019



Source: Key stage 4 revised attainment data

In 2019 the general pattern of attainment differences for Attainment 8 remained the same as in 2018. The differences between boys and girls, and by first language, remained relatively small in comparison to other groups. The widest difference remained between pupils with SEN and those with no identified needs, with a difference of 22.3 points, similar to last year (22.6 in 2018).

<sup>18</sup> For a wider timeline of entries into any arts subject, see the national tables published alongside this release.

<sup>19</sup> Information on attainment has been broken down by the following pupil characteristics within these statistics: ethnicity, English as an additional language (EAL), free school meal eligibility (FSM), disadvantage, and special educational needs (SEN). The data accompanying this publication also includes local authority attainment broken down by these characteristics. Please see the pupil characteristics section of the methodology document for additional information on characteristics definitions.



## **Disadvantaged pupils**

Pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

In 2019, 26.5% of pupils in state-funded schools at the end of key stage 4 were disadvantaged, 0.5 percentage points lower than 2018 (27.0%)

Attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019 consistent with previous years.

Due to GCSE reforms introduced in 2017 and associated changes to headline measures, it is recommended that the disadvantage gap index (below) is used to look at the difference in attainment between disadvantaged and other pupils over time.

## **Disadvantage gap index**

The disadvantage gap index<sup>20</sup> summarises the relative attainment gap between disadvantaged pupils and all other pupils. The gap index is more resilient to changes to grading systems and accountability measures, therefore it offers greater comparability between years. The index ranks all pupils in the country and asks whether disadvantaged pupils typically rank lower than non-disadvantaged pupils. A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged backgrounds. We measure whether the disadvantage gap is getting larger or smaller over time. For key stage 4 it is based on the average grades achieved in English and mathematics GCSEs.

The gap between disadvantaged pupils and others, measured using the gap index, has remained broadly stable compared to last year, widening by 0.4% between 2018 and 2019, from 3.68 to 3.70. This is the second small annual increase in a row, but it is still 9.1% lower than in 2011.

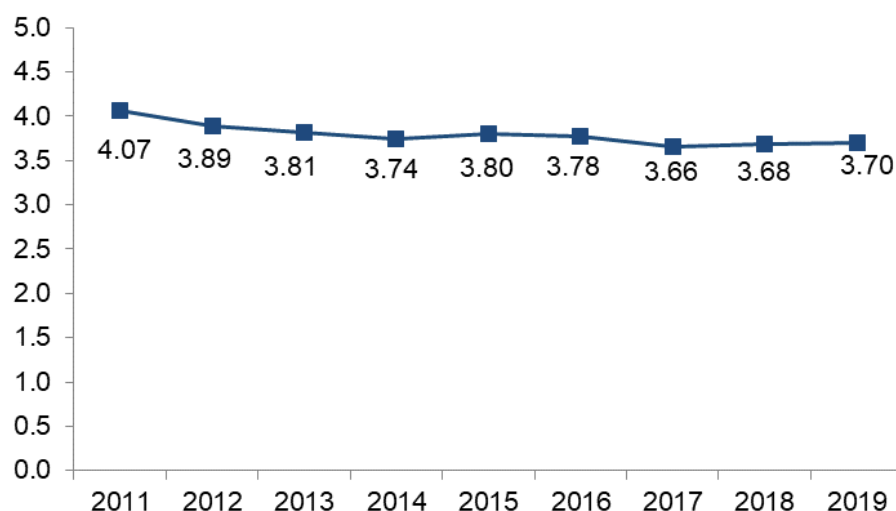
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<sup>20</sup> More details of the methodology and consultation were published in SFR 40/2014



Figure 4: Trend in disadvantaged pupils' attainment gap index<sup>21</sup>

England, state funded schools, 2011 – 2019 (revised)



Source: National pupil database and key stage 4 attainment data

## Attainment by disadvantage

Table 2: Attainment by disadvantage status, England, 2018-2019 (state funded schools)

		Disadvantaged pupils	All other pupils	Difference
<b>End of key stage 4 cohort</b>				
	2018	141,136	382,490	n/a
	2019	143,816	398,752	n/a
<b>Progress 8<sup>22</sup></b>				
	2018	-0.44 (-0.44 to -0.43)	0.13 (0.13 to 0.14)	-0.57
	2019	-0.45 (-0.45 to -0.44)	0.13 (0.12 to 0.13)	-0.58
<b>EBacc entry</b>				
	2018	26.4%	42.8%	16.4pp <sup>23</sup>
	2019	27.5%	44.5%	17.0pp
<b>Achieving English and mathematics (at grades 9-5)</b>				
	2018	24.9%	50.1%	25.2pp
	2019	24.7%	49.9%	25.2pp
<b>Attainment 8</b>				
	2018	36.7	50.1	13.4
	2019	36.7	50.3	13.6
<b>EBacc average point score</b>				
	2018	3.07	4.40	1.33
	2019	3.08	4.43	1.35

Source: key stage 4 revised attainment data

<sup>21</sup> Further breakdowns of average English and maths grades for disadvantaged and all other pupils can be found in the National characteristics data accompanying this release.

<sup>22</sup> The scale on which Progress 8 is measured is dependent on the overall performance of all schools in a given year. This means the scale can change from year to year and subsequently the meaning of a given score will change too. Therefore it is not possible to compare Progress 8 scores between years and only one year is given in all tables.

<sup>23</sup> pp = Percentage point difference e.g. 40% to 45% is a change of 5pp.

As in previous years, attainment was lower for disadvantaged pupils compared to all other pupils across all headline measures in 2019. The difference in the percentage of pupils entering the EBacc rose the most in comparison to differences across other headline measures, as a result of increases in the percentage of pupils entering the EBacc by both disadvantaged and all other pupils. Other differences are similar compared to 2018.

## English as a first language

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to in the home or in the community. Being a pupil whose first language is other than English does not mean that the pupil is necessarily fluent in a language other than English or cannot speak English.

16.6% of pupils at the end of key stage 4<sup>24</sup> had a first language other than English in 2019, slightly higher than in 2018 (16.5%).

Table 3: Attainment by first language status, England, 2018-2019 (state funded schools)

		English	other than English	Difference
<b>End of key stage 4 cohort</b>				
	2018	435,455	86,269	n/a
	2019	450,090	90,069	n/a
<b>Progress 8<sup>22</sup></b>				
	2018	-0.10 (-0.11 to -0.10)	0.49 (0.48 to 0.49)	0.59
	2019	-0.11 (-0.11 to -0.10)	0.48 (0.47 to 0.49)	0.59
<b>EBacc entry</b>				
	2018	36.6%	47.7%	11.1pp
	2019	38.2%	49.4%	11.2pp
<b>Achieving English and mathematics (at grades 9-5)</b>				
	2018	43.4%	43.3%	0.1pp
	2019	43.2%	43.8%	0.6pp
<b>Attainment 8</b>				
	2018	46.5	47.2	0.7
	2019	46.6	47.6	1.0
<b>EBacc average point score</b>				
	2018	4.01	4.22	0.21
	2019	4.04	4.27	0.23

Source: Key stage 4 revised attainment data

As in 2018, pupils with English as an additional language performed better across headline measures. However the percentage of pupils achieving English and maths at grades 5 or above are closer across the two groups in comparison (although the difference has increased compared to 2018, from 0.1pp to 0.6pp in 2019).

<sup>24</sup> Excluding pupils whose first language is unclassified

Entry rates to the individual components of the Ebacc pillars are similar between English as a first language to English as an additional language. However, entry to the language pillar is markedly higher for pupils with English as an additional language (60.3% compared to 44.0% for pupils with English as a first language in 2019, although this difference decreased by 1.4 pp compared to 2018). This difference likely drives the higher overall EBacc entry rate for pupils with English as an additional language compared to those with English as a first language (49.4% and 38.2% respectively). These patterns are similar to 2018.

## Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs include those with SEN support, with statements of SEN or an education, health and care (EHC) plan. More information on these is given in the methodology document.

14.2% of pupils at the end of key stage 4 had a special educational need in 2019 compared to 14.0% in 2018.

Table 4: Attainment by special educational needs (SEN), England, 2019 (state funded schools)

		SEN	no identified SEN	Difference
<b>End of key stage 4 cohort</b>				
	2018	73,530	448,849	n/a
	2019	76,961	464,515	n/a
<b>Progress 8<sup>22</sup></b>				
	2018	-0.61 (-0.62 to -0.60)	0.08 (0.07 to 0.08)	-0.69
	2019	-0.62 (-0.63 to -0.61)	0.08 (0.07 to 0.08 )	-0.70
<b>EBacc entry</b>				
	2018	12.4%	42.7%	30.3pp
	2019	13.5%	44.5%	31.0pp
<b>Achieving English and mathematics (at grades 9-5)</b>				
	2018	13.5%	48.3%	34.8pp
	2019	13.8%	48.2%	34.4pp
<b>Attainment 8</b>				
	2018	27.2	49.8	22.6
	2019	27.6	49.9	22.3
<b>EBacc average point score</b>				
	2018	2.19	4.35	2.16
	2019	2.24	4.39	2.15

Source: Key stage 4 attainment data

The attainment difference between pupils with SEN compared to pupils with no identified SEN remains the largest difference of all characteristics groups. Pupils

with SEN perform markedly worse than pupils with no identified SEN across all headline measures of attainment. The attainment differences remained broadly similar to 2018, however there was a slight widening in the difference in EBacc entry between groups (0.7 percentage points) with 13.5% of pupils with SEN entering EBacc in 2019, up from 12.4% in 2018.

## Ethnicity

White pupils made up 75.0% of pupils at the end of key stage 4 in 2019, 10.7% were Asian, 5.7% were black, 5.0% were mixed, 0.4% were Chinese.<sup>25</sup>

Table 5: Attainment by ethnicity, England, 2019(state funded schools)

		White	Mixed	Asian	Black	Chinese
<b>End of key stage 4 cohort</b>						
	2018	396,680	24,646	55,737	28,949	1,875
	2019	406,708	27,018	58,111	31,175	2,006
<b>Progress 8<sup>22</sup></b>						
	2018	-0.10 (-0.11 to -0.10)	-0.02 (-0.03 to 0.00)	0.45 (0.44 to 0.46)	0.12 (0.11 to 0.14)	1.03 (0.97 to 1.09)
	2019	-0.11 (-0.12 to -0.11)	0.00 (-0.02 to 0.01)	0.47 (0.45 to 0.48)	0.13 (0.12 to 0.15)	0.86 (0.80 to 0.92)
<b>EBacc entry</b>						
	2018	36.0%	41.8%	48.5%	45.0%	63.6%
	2019	37.5%	44.3%	50.6%	46.5%	61.6%
<b>Achieving English and mathematics (at grades 9-5)</b>						
	2018	42.6%	43.7%	50.2%	38.8%	75.3%
	2019	42.4%	43.8%	51.9%	37.8%	76.3%
<b>Attainment 8</b>						
	2018	46.1	47.3	50.4	45.0	64.2
	2019	46.1	47.6	51.2	44.9	64.3
<b>EBacc average point score</b>						
	2018	3.98	4.14	4.48	3.93	6.01
	2019	4.00	4.19	4.57	3.94	5.99

Source: Key stage 4 attainment data

Ebacc entry increased across all major ethnic groups with the exception of the Chinese group, which saw a decrease of 2.0 percentage points<sup>26</sup>. The mixed pupils group saw the greatest positive difference in their Ebacc entry rate since 2018 with an increase of 2.5 percentage points. All groups, with the exception of white pupils<sup>27</sup>, had EBacc entry rates above the national level of 40.0%.

Average Attainment 8 scores across all major ethnic groups were fairly stable in comparison to 2018, with the exception of the Asian group (+0.8 points). As in 2018, the Chinese, mixed and Asian groups had Attainment 8 scores above

<sup>25</sup> Remaining pupils were either unclassified or from any other ethnic background

<sup>26</sup> Please note the much lower cohort size for Chinese pupils in comparison to the other major ethnic groupings when drawing conclusions from this data

<sup>27</sup> and those whose ethnicities were unclassified

the national average (46.7 in 2019). Average Attainment 8 scores of white and black groups both remained below the national average.

The Chinese, Asian and mixed groups saw an increase in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 1pp, 1.7pp and 0.1pp respectively). These results were also above the national average of 43.2. Conversely, the White and Black groups saw a decrease in the percentage achieving a grade 5 or above in English and mathematics compared to 2018 (by 0.2pp and 1.0pp respectively). These results were below the national average.

Within the more detailed ethnic groupings<sup>28</sup>, pupils from the Indian group are the highest performing group in the headline measures. The Gypsy/Roma and traveller of Irish heritage groups are the lowest performing groups. These trends have not changed in comparison to 2018. To view more details of attainment for minor ethnic groups please see the pupil characteristics data that accompanies this release.

## Ethnicity and free school meal eligibility

Attainment varies for key groups within the major ethnic groups. White pupils who are eligible for free school meals (FSM) have markedly lower attainment compared to pupils from other backgrounds who are eligible for FSM. For more details of ethnicity (major and minor groups) by FSM please see Table CH2 of the National characteristics tables that accompany this release.

## Gender

As in previous years, girls continue to do better than boys across all headline measures.

Table 6: Headline measures for boys and girls

State funded schools, England, 2019 (revised)

2019 (revised)	Average Progress 8 score	% EBacc entry	% English and maths, grade 5 or above	Average Attainment 8 score per pupil	EBacc Average Point Score
<b>Girls</b>	0.22 (0.22 to 0.23)	45.9%	46.6%	49.5	4.32
<b>Boys</b>	-0.27 (-0.28 to -0.27)	34.3%	40.0%	44.0	3.84
<b>Difference</b>	<b>0.49</b>	<b>11.6 pp</b>	<b>6.6 pp</b>	<b>5.5 points</b>	<b>0.48 points</b>

<sup>28</sup> The more detailed ethnic groupings do not include Chinese, which is classified as a major ethnic group

The differences in the headline measures between boys and girls compared to 2018 are broadly stable. However, there were increases in the percentage of pupils entering the EBacc for both boys and girls, up 1.5 pp for boys and 1.7 pp for girls.

Performance by school type and local authority remains largely unchanged in comparison to figures in the [provisional release](#). For updated figures, please refer to the data accompanying this release.

## Further information is available

School level figures	Revised school level data is published in the <a href="#">performance tables</a> .
Characteristics breakdowns	Characteristics breakdowns are included in this release.
Previously published figures	<a href="#">Key stage 4 performance, 2019 (provisional)</a> <a href="#">Key stage 4 and multi-academy trust performance 2018 (revised)</a>
Attainment for other key stages	Data on other key stages can be found at the following links: <a href="#">Early years foundation stage profile</a> <a href="#">Key stage 1</a> <a href="#">Key stage 2</a> <a href="#">16-19 attainment</a> <a href="#">School performance tables</a>
Destination measures	Figures for young people who went into education, employment or training destinations the year after they completed key stage 4 or key stage 5 can be found at the following link: <a href="#">Destinations of key stage 4 and key stage 5 pupils</a>
Attainment in Wales, Scotland and Northern Ireland	Information on educational attainment for secondary schools in Wales is available from the <a href="#">Welsh Government website</a> . Information on educational attainment for secondary schools in Scotland is available from the <a href="#">Scottish Government website</a> . Information on educational attainment for secondary schools in Northern Ireland is available from the <a href="#">Department for Education Northern Ireland (DENI) website</a> .

School level figures	Revised school level data is published in the <a href="#">performance tables</a> .
Information published by Ofqual	<p>Exam boards use a combination of expert judgement and statistics to set grade boundaries. Ofqual monitors the maintenance of standards of each qualification over time so that they are fair for all students – between exam boards in a subject, as well as from year to year. Statistics involve predictions based on the cohort's prior attainment. For GCSE, exam boards use predictions based on the cohort's prior achievement at key stage 2. Further information on how grades are set for GCSEs can be found <a href="#">here</a></p> <p>Ofqual has also published information on variability in GCSEs for schools and colleges, which is available <a href="#">here</a></p>
Sponsored academy performance	Information on the complexities of comparing sponsored academies data over time is available <a href="#">here</a>



# National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

## Technical information

A quality and methodology information document accompanies this release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

## Get in touch

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Department  
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